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# NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities.

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A2N255 NUTRITION ALONG THE HIGHWAYS AND BYWAYS OF THE WORLD

Cap 2

## BIG PROBLEMS

The many diet patterns that have developed around the world support levels of health that rate all the way from poor to excellent.

Today the relatively new science of nutrition has evidence that many can improve their health by making some changes in their way of eating. A fund of knowledge on the contributions that the different types of food can make in meeting man's nutritional needs is growing. Application of this knowledge to planning food supplies for nations and meals for people promises great benefits.

In consequence, governments, international agencies, and private enterprises are now joining efforts to help make individuals and families aware of how to get the most from the food they have, how to increase the supply of certain kinds of food for which there is special need, and how to modify diets in order to have better health.

How are nutritionists around the world trying to get people to improve food habits needing change? Customs of a lifetime, and often beyond that, customs of thousands of years are involved.

How are people who do not read being taught to cook better and to select and use food more wisely? What is being done in areas where many languages or dialects are spoken? for people whose language has no written form? How are people in sparsely settled areas, off the beaten path, being reached?

How are food supplies being brought into balance with food needs in regions where food has long been insufficient?

Part of the answer to these and related questions can be had by looking at popular visual materials in use in different parts of the world, ways for getting nutrition messages to people, and programs for exchange of knowledge and material things among countries. Selected examples of these visual aids and programs are described in this issue for their value to U. S. nutritionists going abroad and to those at home who exchange information with nutritionists from abroad as well as for idea-generating value.

## TAKING KNOWLEDGE TO THE BYWAYS

The mobile teaching unit is especially popular in countries where many live in outlying districts. It is independent of buildings and supply of electricity, permits open-air projection to large audiences, and uses one set of equipment for educating many communities. Ordinary motorcar, truck, trailer, or station wagon is usual. But horse and wagon or sleigh, air transport, canoe, dog sledge, reindeer team, and passenger boat sometimes are substituted.

*Equipment always ready.*—How home economics has been traveling by truck and trailer in Germany since 1949 is described in an illustrated trilingual pamphlet (German, English, and French). Each unit carries a fully equipped kitchen, well constructed and moderately priced furniture, laundry machines, storage equipment, garden tools, sewing machines, medicine chest for the family, another for plants and animals, visual aids on textiles and family hygiene, baby clothing, toys, library, and projectors for slides and movies. Thus the home economics adviser and one or two assistants traveling with the car can give courses and advisory services in practical home economics anywhere. Materials, equipment, and furnishings that men, women, and youth can handle and study for personal and community use are always on hand.

*Teacher and unit multipurpose.*—When one of Thailand's mobile units visits a rural area, a fourfold purpose is served. Homemakers and their children are called together for a demonstration of what a good diet is and how to cook rice, meat, or vegetables so as to retain original nutrients best. Demonstrations are also given to primary school children. Conferences on balanced diets are held with their teachers. In the evening motion pictures on food, nutrition, health, and some purely entertaining subjects are shown to the public free of charge.

*Unit movable to audience.*—Workers returning from field and bush were involved in Jamaica's Food for Fitness Program by a movable school made out of a regular car. Its equipment included a small mill to grind flour,

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## TO PUT VISUAL AIDS OVER

The success of any visual aid in furthering a program depends on its quality, how well the user presents it, and most important of all its appeal to the audience. From UNESCO's reports of experiences with visual aids around the world, these helpful principles have been gathered. In visual aids—

*Tell about the people themselves and their own lives, in their own language or dialect.*

*Use the familiar in dress, colors, customs, foods, utensils, equipment, housing, and landscape.*

*Use humor and action natural to the situation and easily communicated to the audience.*

*Avoid talking down to the audience in trying to make facts simple and clear.*

*Accent the positive. If a bad food practice needs to be shown because the audience does not know it is bad, play up the good practice so it leaves the more lasting impression.*

*Use large clear type.*

Good visual aids dealing with many phases of nutritional improvement are already in wide use around the world, particularly in popular education and with hard-to-reach groups.

## VISUAL AIDS IN USE

### What to Eat

Despite the many forms in which food appears on the tables of people around the world, and the widely differing combinations eaten together at a meal, man's food comes from the same few sources. Chief among those from the animal kingdom are milk, eggs, meat, poultry, and fish. From the vegetable kingdom are the edible leaf, fruit, stem, root, tuber, pod, or seed of many kinds of plants.

**Basic foods.**—A guide to daily food choices in terms of basic groupings of food is a popular approach to better diets in many countries. For ease in teaching nutrition, countries have grouped foods in a variety of ways. Food habits, food supplies of the country, and needed emphasis in dietary patterns influence the kind of guide that is developed. So does the educational level of the people.

Ireland and a few other countries use a 3-way functional division of foods that separates body-building foods from energy-giving foods from protective foods. Still other countries group foods by their place in menus as well as by nutritive-value characteristics.

The number and type of food groupings differ according to a country's problems or ways of teaching. Austria, Chile, and Thailand use 4 food groups; Canada, France, the Netherlands and Puerto Rico, 5; Japan and the Philippines, 6; Australia, Egypt, Iran, and the United States 7; and India uses 8 food groups.

Food groups used in most countries are modifications of the following four classes:

1. Cereals, meals, flours. Occasionally these are combined with starchy roots, tubers, or fruits.

2. Foods of animal origin together, or more usually, separated into two or three groups of distinctive nutritive values—such as milk and its products, and meat and eggs.

3. Vegetables and fruits together or in two or more distinctive groupings. Sometimes dry beans and peas and nuts are included with meat and eggs.

4. Highly refined sugars, starches, fats, and oils. If consumption of these is small, they often are combined with other classes.

At first glance it may seem that the fewer the food groups, the easier to teach a food guide and get people to remember it. But combinations of food into few groupings may decrease the likelihood that people will achieve fully adequate diets even though their diets include something from each group. This results from the fact that when groupings are very broad the foods within each are not truly nutritional alternates. To counterbalance this, one or more basic food groups in a food guide often are broken into subgroups.

The Netherlands and Chile make one group of all vegetables and fruit. France and Austria separate potatoes from other vegetables and fruit. Potatoes are placed with "energy-giving" foods by Austria, France, Ireland, Japan, and the Philippines.

In the U.S.A. "National Food Guide," vegetables and fruits appear in several categories, each of meal planning or nutritional significance. Potatoes and sweetpotatoes have a distinctive place in the main meal of the day. Dry beans or peas are sometimes a "main dish," and supply calories, protein, and other nutrients at low cost. Green-colored vegetables, especially the leafy greens, and yellow vegetables are significant sources of carotene, the precursor of vitamin A. Tomatoes and citrus fruit help ensure sufficient vitamin C. Sources of vitamins A and C are singled out for emphasis because these vitamins are relatively short in the diets of some population groups in the U. S. A., especially in certain seasons.

Japan indicates its food sources of calcium by combining edible whole fish and seaweed along with milk.

Austria indicates the multinutrient contributions of its four food groups by giving names of the nutrients on the outer rim of a wheel and having the wheel spokes cut through some of the nutrients and illustrated foods. In this way fish, for example, is shown to provide fat and vitamin A (as cod liver oil) as well as protein.

*How much.* If indicated, the quantity of each group suggested is usually given in servings or household measures per day. In some guides amounts are suggested only for foods that tend to be short in diets.

*How presented.* Use of food groups in teaching gives flexibility for family preferences and is compatible with the general principle that many eating patterns can give a good diet.

A circular presentation of the basic food groups is usual. Most countries use the spokes of a wheel. The Philippines use the points of a star. France presents the groups between the rungs of a ladder.

The approach varies from simply urging people to eat this "basic" way because it is good for health to showing fairly technically why the human body needs foods of each type.

Some countries include all the foods needed for a good diet and leave it to the teacher to stress the dietary shortcomings of people of the area.

Nutritionists in Puerto Rico make good use of suspense and the flannelgraph in teaching food groups to new audiences. Its wheel of food for health is cut along the spokes into five parts. The segment showing the Puerto Rican "core" diet (consisting chiefly of rice, beans, starchy vegetables, dried codfish, sugar, fat, and coffee) is mounted first on the flannelgraph. The audience is told that most of us eat these foods every day and that they are good to eat, but for better health we need to add 4 kinds of protective foods: first, milk; second, meat, fish, and eggs; third, yellow and green vegetables; and fourth, the fresh fruit of the country. As each food group is named and described the teacher mounts it in position on the flannelgraph until the wheel is complete. This suspense method was used effectively in newspapers on five consecutive days when the idea of the Supplementary Protective 4 was first introduced to Puerto Rico.

*Specific food plans.*—Food plans for various members within the family that add together to make a family market list have been developed by several countries. To unify teaching the plans usually center about the basic food

## IN APPRECIATION

In preparing this issue visual aids in NCN's and FAO's files were reviewed as well as returns from requests sent to some nutritionists in other countries and to pertinent agencies listed in the report of *Material on Home Economics and its Teaching* prepared by FAO's Home Economics Information Exchange. The response to the request has been gratifying. Copies of leaflets, posters, slidefilms, and other visual aids have come from dozens of countries.

Materials mentioned in this issue are only a sample of the many good examples that were received. Time and staff did not permit an exhaustive study of visual materials used in nutrition education.

groups. The five basic groups of France are expanded into 14 food groups and those of Denmark into 20 in their food plans.

Interest is given to one of Denmark's food plans by developing it about the Peterson family of six who are shown in lively pictures at work and play.

Some food plans concentrate on food for individuals needing special attention—infant, preschool child, mother, or industrial worker. The Netherlands has a small chart on which amounts of food needed daily by homemaker and expectant mother are compared. It can be used in personal interviews, in group teaching, and as a take-home piece. Black and white line-drawings of the foods tell expectant mothers to eat more milk, other high-protein foods, whole grains, leafy greens, and vitamin C-rich fruits than other women and to take cod liver oil daily.

Thailand shows the schoolchild what to eat through a coloring book. Black line-drawings which are colored by the children relate native foods to their role in the body.

Five colorful posters from the Fiji Islands show what to feed infants at 1 to 2 months, 3 to 5 months, 6 to 7 months, 8 to 11 months, and 1 year of life. Five illustrated books of facts and ideas for the teacher accompany the posters.

Amenu's Child, an African film, telling in local story fashion why many babies die and what you can do to keep them alive, shows how better ways of feeding came to a village.

## How to Prepare Food

**Recipes.**—Food preparation methods that will best retain nutrients, flavor, and texture are covered in many visual materials. New Zealand's set of six posters on vegetable cookery uses cartoons and breezy title. A Netherlands poster of a droll-looking man composed of many vegetables suggests that shorter cooking time keeps in the aroma and flavor of vegetables and saves fuel.

Among illustrated recipe booklets is one from Greece on "How to cook potatoes better" and another from Thailand showing two methods of making soya bean milk.

India's pamphlet of visual aids, The Road to Good Nutrition, has a "culinary corner" of eight pairs of pictures. One picture of each pair illustrates the heading "This is waste" and the other the heading "This is thrift" in preserving, cooking, and serving foods. Starting vegetables in boiling water with the lid kept tight is the first "thrift" practice.

A Philippine poster shows six good meals in natural colors. Near each meal is a copy of the country's Basic-6 Star checked to indicate the food groups contained in the meal. In a color filmstrip designed for South and East Asia, FAO shows what foods need to be added to rice to make good meals and improve family health.

**Instructions for preserving.**—Home preservation of vegetables and fruits is covered in a vivid poster from Iran which suggests which ones to dry, which to store in a pit, and which to hang from a rafter. Greece's picture book on canning tomatoes for winter warns that cleanliness is the secret of success and one bad tomato will spoil all. An Austrian pamphlet on storing and preserving foods gives diagrams for making storage containers.

## Increasing Food Supplies and Use

**Home production.**—Home food production is illustrated in a Philippines leaflet, Save by Raising Your Own Food. It shows the value in money of homegrown vegetables, fruit, poultry, and pork. Posters on garden management from some other countries promise better food production if you select your seed, vaccinate your chicks, or get expert Agricultural advice. Finland's pamphlet has blueprints for the flower garden and profitable vegetable garden.

In Malaya a short film designed to help grow more food ran into problems ever present in their mixed population. A language handicap was overcome by doing the text in the four major local languages. A religious problem was met by using a pig as the farm animal for the Chinese

who eat pork freely, and a goat for the Moslems who eat no pork.

Home garden demonstrations are used in Greece to increase the number of gardens and thereby add to the family food supply, furnish more vitamins and minerals in family diets, and reduce imports of bread grains. Improved practices promoted in 767 demonstrations of home gardens conducted in 1952 included more dryland gardens where irrigation is not available, better seed beds, improved vegetable seeds, earlier planting, and use of fertilizers.

**Food promotion.**—Many countries have materials featuring locally abundant foods that will improve diets. A poster from France captioned "new times—new idea" shows a pretty little girl of school-entering age drinking milk and saying "To grow big, I drink milk." A poster from the Netherlands showing only a large glass of milk carries the message "Milk—the healthiest summer drink—it tastes good—it's economical." A companion piece urges "Eat fish because it's so good for you and tastes so good." A block print in striking colors from Haiti suggests "Eat fruit often."

## Making and Keeping Food Safe

The number of posters and leaflets on food cleanliness and sanitation indicate its importance. Ireland's posters emphasize buying and eating where the food is clean. Others have materials on making water safe, killing flies and other household pests, care of infant feeding equipment, washing before eating, and the like.

Papua and New Guinea tell how to keep food clean in a 4-page leaflet, Tina Protects Her Family. One of 12 pictures shows that when Tina has washed the plates and cups, she puts them in the sun to dry and to kill germs. Another tells that after the food is cooked, Tina covers it to keep the flies away, sometimes using a leaf.

## Easing the Job of Feeding the Family

Efforts to save energy, time, and money in feeding the family are indicated by Finland's filmstrips on time-saving kitchens, kitchen sinks, right posture in housework, and doing housework efficiently and gaily. Japan's calendar giving home and family duties month by month and Germany's poster on saving (cooking) gas promote similar ideas. An illustrated pamphlet from Italy shows how to make an old rural house modern.

A picture book from Japan tells what makes life on the farm hard for the mother and what the home adviser work-

ing with the farm women and their families can do to ease it. Home improvements achieved in communities having a home adviser are shown. Among those to make food preparation more convenient and sanitary are raised stoves with chimneys, water piped from the well to the kitchen and bathroom, and a well-arranged kitchen. One cooperative accomplishment is nurseries for children to attend while mothers are at work and meetings. Another is a community center. This has a red brick oven and stove where bread can be baked to replace some of the rice in diets, where community meals can be prepared during the busy season, and where girls in youth groups can get experience in planning and preparing meals.

How to make the raised stove with a chimney is covered by posters, filmstrips and pamphlets of UNESCO's Fundamental Education Center in Mexico and those of several countries. These usually also explain the value of getting cooking off the floor and smoke from the stove out of the kitchen.

Africa devotes one color film (2 reels) in its series of Africans in Action to a day in the life of Rachel Hlazo—home demonstrator. A color film on the wives of Nendi, which is about women's clubs in Southern Rhodesia, shows need for better cooking and hygiene in the villages.

## Reaching Youth

Food and nutrition information reaches youth in intriguing ways. The Adventures of Johnny Health in a comic book bring entertainment and nutrition advice to Venezuelan boys and girls. "Chucuto," a Spanish-speaking longeared rabbit who resembles Al Capp's famous "Shmoo," helps Johnny through his many adventures while extolling the dietary values of certain foods.

A major league baseball player has given testimony to the youth of Venezuela of the benefits of a sound diet by personal appearance at nutrition club meetings. His biography written for youngsters, combines nutrition advice with baseball tips.

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## TAKING KNOWLEDGE TO THE BYWAYS

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posters, free literature, and a film projector. Even though tired and still wearing work clothes and carrying tools, the men stopped readily at the outdoor school. They were accustomed to loiter about the village on the way home from work. In an experimental period it was estimated that 60 percent of the audience had not been seen in clubs, centres, or churches.

## INDIA'S MAN-WIFE TEAMS

Allahabad Agricultural Institute is using man-wife teams for village work in India. Living in the villages, bicycling from farm to farm often with their baby in a handlebar basket, these man-wife teams are the imaginative answer to two problems in India's extension program—How to work with the village woman and her family as a unit and how to get women village workers accepted in India's rural areas where women operating alone would meet real difficulties.

## FAO'S FISH STORY

"Animal-protein" foods are especially low in relation to needs in many regions. The two are being brought into better balance by increasing country supplies of fish. FAO's Nutrition and Fisheries Divisions are cooperatively guiding some projects to this end.

*Developing fish products.*—Fish flour, a 60- to 80-percent protein food, made cheaply from inexpensive fresh fish, is one successful effort. Properly manufactured fish flour contains some available calcium, phosphates, riboflavin, niacin, and B<sub>12</sub> as well as protein. Besides, fish flour proteins are rich in lysine and other amino acids scarce in most cereal diets eaten in underdeveloped regions.

In Southeast and East Asia and Equatorial Africa most people prefer so-called "whole" fish flours which have flavor and odor. In a few places in the Far East such "whole" fish flours have been produced for some time on a small scale without outside aid. Efforts are being made to expand this type of production.

In Latin America and elsewhere fish flours are acceptable only if they are odorless and flavorless. The needed refining, deodorizing, and manufacturing processes for preparing such fish flours are not well established and not always easy to transfer from one country to another. An acceptable one developed and patented in the Union of South Africa is in use in that country. Several promising samples from firms in the U. S., Europe, and elsewhere are being considered by FAO.

FAO is interested in the possibility of incorporating flavorless fish flours into bread and other foods. The first experiment, now completed, was an acceptability test with school children in Chile. A commercially baked roll, 10 percent fish flour from the Union of South Africa, was served daily in school lunches for 6 weeks to 140 children 5 to 14 years old. The fish-flour roll was slightly darker in color than usual bread but was similar in odor, flavor, and consistency. It was well accepted by the children. Each 90 gm. roll contained 6.1 gm. of fish flour which provided

a child with 4.4 gm. protein, 335 mg. calcium, 329 mg. phosphorous, and 3 mg. iron. Total protein in a roll was 6.5 gm.

UNICEF has joined FAO in the support of consumer tests on fish products in other countries.

The recommendation of the FAO Nutrition Committee for South and East Asia that small fish, which can be eaten whole, be served in school meals is now in effect in the Philippines, Japan, and Indonesia.

*Increasing fish supplies.*—Modernizing of inefficient, primitive fishing methods is also making more fish available in many countries. FAO is helping Pakistan to build a new fish harbor in Karachi and helping Saudi Arabia to develop off-shore fishery resources in the Red Sea. Technologists in Europe are doing research in fish handling, distribution, and processing.

Israeli carp were sent by FAO to stock Haiti's streams and ponds. In turn Haiti has now sent 100 infant carp to stock the waters of Mexico's central highlands. Techniques in fish culture are being passed on in similar fashion. An Israeli fish expert trained a Haitian who is now training a Mexican to be a fish culturist.

Tilapia, the tropical fish that "eats like mad, grows like mad, and reproduces like mad" was unknown in Thailand until FAO took 20 infant ones there in 1951. Thai hatcheries now produce more than 100,000 young tilapia a month—for use at home and for culture in Indonesia and other nearby countries. Popular as food, tilapia command a price equal to that of other local fish in Bangkok's markets.

FAO has a sound basis for its optimism that production and consumption of fish can be increased. The six biggest fish producing countries—China, Japan, Norway, the U. K., the U. S. A., and the U.S.S.R.—doubled their catch in the 40 years between 1910 and 1950.

## FURTHERING EDUCATION IN NUTRITION AND HOME ECONOMICS

FAO has been closely associated with the planning and development of Israel's new College of Nutrition and Home Economics which opened last year. It provided a technical officer to assist in planning the curriculum, it advised on the equipment for laboratories, and purchased some equipment which was not available in Israel. Fellowships were awarded to two staff members to enable them to study abroad. The first of the FAO fellowship holders has already returned to her country and the second one is at present studying in the U. S. A.

The college enrolled 40 students this year. At the end of a 2-year course the students will be ready to teach in secondary and vocational schools or serve as leaders in adult education and rural extension, dietitians, teachers in child care centers and nursery schools, and directors of cafeterias and other institutions. All are fields in which Israel greatly needs professionally trained workers.

FAO is helping several other countries to develop and improve programs in nutrition and home economics. In Iraq a home economics department has been set up in the Queen Aliyah College to provide training for home economics teachers. The teaching of home economics and its curriculum are being strengthened in the lower schools.

In Ethiopia an FAO home economist is helping the Ministry of Education revise the home economics curriculum. Also she is conducting courses at the Empress Menen School for Girls and the Haile Selassie School, as well as organizing a summer workshop for home economics teachers.

In the Caribbean area an FAO home economist helped organize the 3 months' training course in home economics given in 1953 at the University of Puerto Rico for candidates from this area. At present her attention is centered on home economics education in primary and secondary schools.

## FOA UNIVERSITY CONTRACTS

*University contracts* are a new way for universities in this country to share their knowledge with institutions in other countries and strengthen programs of education, research, and extension around the world.

*The program in general.*—In a contract an institution abroad and one here agree to work together on projects in public health, agriculture, home economics, or in other fields that will improve teaching and research abroad. The institution abroad usually assigns two faculty members as counterparts to each one sent from the United States. The U. S. A. professor and counterpart No. 1 together develop curriculum content, teaching methods, research, and extension projects in the institution abroad. Meanwhile counterpart No. 2 spends his first year at the U. S. A. institution getting training. At the end of the first year the two counterpart professors change positions.

Action starts with a government's request for specific technical cooperation to the Foreign Operation Administration (FOA) mission in its country. Need for a university contract and general terms of reference under which it would operate are then determined. An exploratory period of 2 to 3 weeks follows in which one or more representa-

tives from the U. S. A. university visit the country and institution to appraise the proposal and local conditions. A contract usually takes the form of a direct agreement between the two universities with FOA financing all or part of U. S. A. dollar costs and the institution abroad meeting costs in its country.

**Progress in home economics.**—Although the program was in effect little more than a year, 24 countries had entered into 43 university contracts with 35 institutions in the United States by September 15, 1954. Of these only 5 agreements involved home economics. All general home economics projects include nutrition. Purdue University has a contract with the Rural University of the State of Minas Gerais at Vicasa, Brazil, and Arkansas University has one with the Panama Ministry of Agriculture and the National Institute of Agriculture. Three U. S. institutions have contracts with three in Pakistan; they are the University of Washington with Punjab University, Texas A. and M. College with Tezgoan University, and Colorado A. and M. College with Peshawar University. Harvard University and Peru have signed a contract that includes public health and nutrition specifically.

Several proposed contracts include home economics. Discussions are underway between Paraguay and Pennsylvania State University, India and the University of Tennessee, Colombia and Harvard University, Turkey and the University of Nebraska, and Jordan and Montana State College.

FOA is encouraging countries to give attention to home economics in the contract program in an endeavor to raise standards of living all over the globe.

## MORE MILK FOR SCHOOL CHILDREN IN U.S.A.

In the Agricultural Act of 1954 the Congress provided that: "Beginning September 1, 1954, and ending June 30, 1956, not to exceed \$50,000,000 annually of funds of the Commodity Credit Corporation shall be used to increase the consumption of fluid milk by children in nonprofit schools of high-school grade and under."

School officials may serve the extra milk at any time during the school day. A child may drink as many additional half pints as he desires to buy.

A milk-consumption base, established for each participating school, will represent normal consumption of milk by children in the school. Reimbursement in cash will be made for a portion of the costs of all milk served to children in excess of this base, thus making milk available at a lower price. The school must agree to:

Operate its food or milk service on a nonprofit basis.

Serve only fluid milk meeting applicable State and local standards as to butterfat content and sanitation.

The success of the Special School Milk Program will depend upon the cooperation of schools, dairy industry, and all others interested in using the abundance of our farms to improve the diets and health of our children.

For further information, write to your State educational agency, to your dairy association, or to the Agricultural Marketing Service, United States Department of Agriculture, Washington 25, D. C.

## MATERIALS

*Listings of these materials is for the information of readers and does not necessarily mean recommendation. They may be obtained from the addresses given after the name of the publication. Symbols refer to—*

USDA, Office of Information, United States Department of Agriculture, Washington 25, D. C.

IDS, International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

FAO-NARO, FAO North American Regional Office, 1325 C St., N. W., Washington 25, D. C.

GPO, Superintendent of Documents, Government Printing Office, Washington 25, D. C.

NRC, National Academy of Sciences, National Research Council, Washington, D. C.

HOW TO MAKE AND USE A FLANNELGRAPH. Leaflet. 4 pp. 1950. Extension Service, USDA. Free.

HOW TO MAKE CIRCULAR LETTERS ATTRACTIVE. 15 pp. 1951. Agr. Handb. 26. Extension Service, USDA. Free.

LETTERING FOR EXTENSION VISUAL AIDS. 12 pp. 1951. Agr. Handb. 22. Extension Service, USDA. Free.

HOW TO PRINT POSTERS, UNESCO. 28 pp. 1953. IDS. 40c.

VISUAL AIDS IN FUNDAMENTAL EDUCATION. UNESCO. 168 pp. 1952. IDS. \$1.75.

THE HEALTHY VILLAGE. AN EXPERIMENT IN VISUAL EDUCATION IN WEST CHINA. UNESCO. Pub. No. 1001. 119 pp. 1951. IDS. 50c

## MATERIALS—Continued

THE USE OF MOBILE CINEMA AND RADIO VANS IN FUNDAMENTAL EDUCATION. UNESCO. 192 pp. 1949. IDS. \$1.

SOCIAL WELFARE WORK IN JAMAICA. UNESCO. 172 pp. 1953. IDS. \$1.25.

PROGRAM PLANNING VIEWS. J. L. Matthews. Ext. Serv. Rev. Vol. 25, No. 3, pp. 51 and 63. March 1954.

ATTITUDES OF RURAL SCHOOL CHILDREN TOWARDS SEVERAL FOOD PRODUCTION AND CANNING ACTIVITIES. 41 pp. 1954. Bul. 519. Mississippi State College Agricultural Experiment Station, State College, Mississippi.

RICE AND HEALTH. Filmstrip and lecturer's script. (In English, French, Spanish.) 54 frames in color. 1954. FAO-NARO. Obtainable on loan.

RICE ENRICHMENT IN THE PHILIPPINES. FAO of the United Nations. 109 pp. 1954. IDS. \$1.00.

REPORT OF THE THIRD CONFERENCE ON NUTRITION PROBLEMS IN LATIN AMERICA. FAO of the United Nations, 60 pp. 1953. IDS. 50 cents.

IMPROVEMENT OF AGRICULTURAL EXTENSION SERVICES IN EUROPEAN COUNTRIES. FAO of the United Nations. 69 pp. 1954. IDS. 75 cents.

THE SCHOOL LUNCH—ITS EDUCATIONAL CONTRIBUTION. Office of Education, Department of Health, Education and Welfare. Nutrition Education Series, Pamphlet No. 6. 27 pp. 1954. GPO. 25 cents.

THE SPECIAL SCHOOL MILK PROGRAM. Agricultural Marketing Service. Leaflet. PA-248. 4 pp. 1954. USDA. Free.

PLANNING TYPE A SCHOOL LUNCHES. Agricultural Marketing Service. Leaflet. 12 pp. 1954. USDA. Single copies free.

LET'S HAVE MORE VITAMIN A AND C FOOD IN SCHOOL LUNCHES. Agricultural Marketing Service. C-40. 15 double frames, in color. 1954. (35 mm. filmstrip and 2" x 2" slidefilm, with script. In ordering specify whether strips or slides are wanted and give identification—C-40.) Photo-Lab Inc., 3825 Georgia Avenue, N. W., Washington 11, D. C. Single copies \$4.

NEW DIMENSIONS IN INTERNATIONAL PROGRAMS OF HOME ECONOMICS. Report of a conference on the home economist in expanding programs of international service. Pamphlet. 87 pp. 1954. American Home Economics Association, 1600 20th St., N. W., Washington, D. C. Small supply of single copies free upon request.

FOOD COMPOSITION TABLES—MINERALS AND VITAMINS. For international use. FAO. 117 pp. 1954. IDS. \$1.00.

RECOMMENDED DIETARY ALLOWANCES. Food and Nutrition Board. Publ. 302. 36 pp. Rev. 1953. NRC. 50c.

CONTROL OF TOOTH DECAY. Food and Nutrition Board. 18 pp. 1953. NRC.

THE PROBLEM OF PROVIDING OPTIMUM FLUORIDE INTAKE FOR PREVENTION OF DENTAL CARIES. Food and Nutrition Board. Publ. 294. 15 pp. 1953. NRC. 50c.

References to materials from other countries are not given because of uncertainty as to their availability. NRC staff will try to assist readers who wish to locate distributors of specific materials mentioned in this issue.

### DO YOU WANT NCN?

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